

Goose Creek Consolidated Independent School District

Goose Creek Memorial High School

2025-2026 CIP Periodic Update - November 2025



Mission Statement

The mission of GCMHS is to create a learning community that meets the individual needs, interests, and abilities of our students by building a positive learning environment, promoting academic excellence, and providing for the development of life-long learners and self-reliant citizens in a changing global environment.

Vision

Goose Creek Memorial High School will provide college and career readiness opportunities to all students within a safe and supportive professional learning community committed to building school culture through relationships and school pride.

Value Statement

At Goose Creek Memorial High School, our Patriots **STAY RED – Stay Ready, Stay Empowered, Stay Driven.**

We prepare students to face the future with confidence by fostering a culture of **READINESS**, where every challenge is met with preparation and resilience. We **EMPOWER** each individual to take ownership of their learning, voice, and growth. And we remain **DRIVEN**, setting ambitious goals and pursuing excellence in everything we do academically, socially, and personally. Together, we embody what it means to **STAY RED**.

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: English Language Arts : With the campus goal of eliminating the performance gap between state results and campus outcomes, the GCM objective is to increase the percentage of students achieving at or above the state averages in grades 9 and 10.

Campus [State] STAAR performance for Spring 2025 ELA STAAR:
9th Approaches 58 [66], Meets 43 [51], Masters 8 [16]
10th Approaches 68 [71], Meets 51 [56], Masters 3 [8]

Campus Performance Target for Spring 2026 ELA STAAR:
9th Approaches 67, Meets 52, Masters 17
10th Approaches 72, Meets 57, Masters 9

Additionally, our state performance in Reading Language Arts Academic Growth for our Hispanic and African American population will increase from 59% (H) and 60% (AA) to surpass the state level 67% (H) and 66% (AA) at the Meets level in order to exceed the Domain III target.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CUA data, NWEA MAP, and TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: English 1 and 2 teachers will reduce the number of students scoring a zero on Extended Constructed Response (ECR) writing by implementing a comprehensive writing portfolio system. Instruction will intentionally build from Short Constructed Responses (SCRs) to ECRs, embedding daily writing practice and structured revision cycles. Teachers will utilize STAAR-aligned rubrics and exemplars to model expected writing response and provide targeted feedback to promote continuous student growth in writing stamina, accuracy, and reflection. To monitor this strategy, teachers will do a weekly review of student writing with a focus on specific skills during PLCs, monthly analysis of student and teacher data trackers showing ECR score improvements, and administrator and peer classroom walkthroughs to observe implementation of writing feedback cycles. Strategy's Expected Result/Impact: Students will have the opportunity to earn more raw score points as they move from 0 to 1 or 0 to 2. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLC, Content Specialists, Team Leads	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on High Quality Tier 1 Instruction: English 1 teachers will strengthen Tier 1 instruction by using the gradual release model to provide students the TEKS level skills to appropriately respond to multipart question types. Multipart questions will be embedded into daily warm-ups, exit tickets, and high-level questioning that require students to justify answers with textual evidence. Instruction will prioritize Author's Purpose TEKS and Author's Craft TEKS (Strand 8) while also addressing concrete TEKS such as Editing and Vocabulary (Strands 2 & 9) to secure foundational points. Student progress will be tracked through data monitoring systems documenting mastery of multipart questions and text-based evidence skills. This will be monitored through weekly PLC review of student data tracker results showing improvement trends, monthly analysis of student performance on text-evidence based assessments in PLC, administrator and peer classroom walkthroughs to monitor TEKS alignment and quarterly review of STAAR practice assessment results in targeted TEKS strands. Strategy's Expected Result/Impact: Students will have a deeper understanding and expectations to respond appropriately to multipart question types, author's purpose, author's craft, editing and vocabulary to garner all points available in the question. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLC, Content Specialist, Team Leads	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on High Quality Tier 1 Instruction: English 2 teachers will improve student performance on TEKS 8A (author's purpose) by analyzing short constructed responses focused on author's purpose with each text studied. Teachers will utilize the "We do, You do, I do" strategy while implementing parallel annotation (a notetaking strategy that allows students to respond to guided questions in the margins of the text). This practice will ensure that students are engaging with all texts at the level of the TEKS and providing scaffolded support for text analysis skills. Administrators will evaluate weekly lesson plans, attend weekly PLC review of student data tracker with results showing improvement in TEKS 8A performance and analyze student progress through artifact calibration in PLC. Admin will have weekly classroom observations focusing on text analysis instruction and annotation practices. Strategy's Expected Result/Impact: This strategy prioritizes author's purpose and craft TEKS (Strand 8 -a highly tested and often misinterpreted skill) to push meets and masters STAAR scores while building foundational text analysis skills through structured annotation practices. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLCs, Team Leads	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Focus on Tier 2 Intervention: The campus will review student performance data including High Focus Groups (such as Hispanic, African American and SPED) following each campus assessment to identify TEKS requiring additional support. Support will include the following: providing targeted small-group reteach, assigning lessons and activities through Progress Learning, IXL and content teachers or designated staff provide TEKS focused tutorials. Administrators will monitor in PLC and walkthroughs. Strategy's Expected Result/Impact: Students will receive individualized skill intervention to strengthen areas of need. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLC, Content Specialist, Team Leads	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support. Interventions include the following: skill specific lessons in Progress Learning and IXL to be completed during 22 minutes of 5th period, students request and attend specific TEKS focused tutoring, teachers will conduct checks after CUAs to ensure students are completing their data folders and consistently self-monitoring and students will show mastery of TEKS in Progress Learning or IXL. Admin will do weekly walkthroughs to monitor 5th period teacher implementation. Strategy's Expected Result/Impact: Students will know the skills they still need to master and will use Progress Learning as a tool to support their growth. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLC, Content Specialist, Team Leads, 5th period teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Mathematics: With the Texas STAAR averages for Algebra at 76% Approaches, 47% Meets, and 29% Masters, the campus goal is to eliminate the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at the Approaches level from 70% to 77%, the Meets level from 28% to 48%, and the Masters level from 10% to 30%.

Additionally, our state performance in Mathematics Academic Growth for our Hispanic and African American population will increase from 53% (H) and 57% (AA) to surpass the state level 78% (H) and 75% (AA) at the Meets level in order to exceed the Domain III target.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CUA data, NWEA MAP, and TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: During the Algebra 1 PLC, teachers will use the provided problems within the Bluebonnet curriculum and model multiple ways of solving the different problem types, anticipating student mistakes and focusing on enrichment opportunities. Teachers will develop a toolkit of different problem-solving options to support Tier 1 instruction to address all levels of learners. Teachers will collect and disaggregate data from student work. (i.e. taking pictures of student work as teachers monitor and check for understanding.) Admin will monitor the evaluation of artifacts as teachers determine which methods of problem-solving fostered mastery of the skill. Strategy's Expected Result/Impact: Teachers are providing tailored Tier 1 instruction for all learners to ensure mastery of the TEKS. Staff Responsible for Monitoring: Campus Principal, Dean, APs, TLC, Content Specialists, Team Leads	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on High Quality Tier 1 Instruction: Teachers will facilitate student-to-student talk (turn-and-talk, think-pair-share) to have students internalize skills by discussing problem-solving strategies with their peers. Admin will observe this interaction in weekly walkthroughs. Strategy's Expected Result/Impact: When students articulate their thought processes, teachers can identify areas of need and adjust instruction immediately. Students are able to engage in low stakes and high yield academic conversations. Staff Responsible for Monitoring: Campus Principal, Dean, APs	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will review student performance data including High Focus Groups following each campus assessment to identify TEKS requiring additional support. Support will include the following: providing targeted small-group reteach, assigning lessons and activities through IXL, Mathia, Progress Learning and content teachers or designated staff provide TEKS focused tutorials. Administrators will monitor in PLC and walkthroughs. Strategy's Expected Result/Impact: Students will receive individualized skill intervention to strengthen areas of need. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support. Interventions include the following: skill specific lessons in Progress Learning or IXL to be completed during 22 minutes of 5th period, students request and attend specific TEKS focused tutoring, teachers will conduct checks after CUAs to ensure students are completing their data folders and consistently self-monitoring and students will show mastery of TEKS in Progress Learning or IXL. Admin will do weekly walkthroughs to monitor 5th period teacher implementation. Strategy's Expected Result/Impact: Students will know the skills they still need to master and will use Progress Learning or IXL as a tool to support their growth. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: Science: With the Texas STAAR averages for Biology at 91% Approaches, 62% Meets, and 21% Masters, the campus goal is to eliminate the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at the Approaches level from 89% to 92%, the Meets level from 60% to 63%, and the Masters level from 14% to 22%.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: Biology teachers will enhance Tier 1 instruction by integrating weekly short constructed responses using the framework aligned with readiness TEKS during dedicated Skill Sharpener sessions in Eduphoria. These readiness standards will be incorporated into a weekly TEKS skills spiral that is tracked on student trackers. The focus will be on the readiness TEKS as follows: B.5(B): Prokaryotes vs Eukaryotes, B.6(C): Cancer, B.11(B): Enzymes, B.12(B): Plant Systems, B.7(C): Mutations, B.8(B): Genetics, B.10(B): Natural Selection, B.10(C): Speciation and B.13(D): Environmental Stability. Admin will monitor by reviewing data in PLCs and during weekly walkthroughs. Strategy's Expected Result/Impact: Students will continuously focus on readiness TEKS to ensure mastery throughout the year. Staff Responsible for Monitoring: Campus Principal, Dean and APs, Content Specialists, Team Leads	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on High Quality Tier 1 Instruction: GCM teachers will enhance Tier 1 instruction by integrating fast-paced, high-impact vocabulary games that build students' mastery of key science and content vocabulary, thereby improving their ability to write clear and accurate Short Constructed Responses (SCRs) and Claim-Evidence-Reasoning (CER) explanations on a weekly basis. Admin will monitor through weekly PLC lesson plan reviews and walkthroughs. Strategy's Expected Result/Impact: Strong academic vocabulary will help us increase rigor to the level of the TEKS when implementing SCRs. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialists, Team Leads	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will review student performance data including High Focus Groups following each campus assessment to identify TEKS requiring additional support. Support will include the following: providing targeted small-group reteach, assigning lessons and activities through Progress Learning, and content teachers or designated staff provide TEKS focused tutorials. Administrators will monitor in PLC and walkthroughs. Strategy's Expected Result/Impact: Students will receive individualized skill intervention to strengthen areas of need. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support. Interventions include the following: skill specific lessons in Progress Learning to be completed during 22 minutes of 5th period, students request and attend specific TEKS focused tutoring, teachers will conduct checks after CUAs to ensure students are completing their data folders and consistently self-monitoring and students will show mastery of TEKS in Progress Learning. Admin will do weekly walkthroughs to monitor 5th period teacher implementation. Strategy's Expected Result/Impact: Students will know the skills they still need to master and will use Progress Learning as a tool to support their growth. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: Social Studies: With the Texas STAAR averages for US History at 94% Approaches, 68% Meets, and 37% Masters, the campus goal is to eliminate the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at the Approaches level from 90% to 95%, the Meets level from 56% to 69%, and the Masters level from 26% to 38%.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CUA data, NWEA MAP, and TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High Quality Tier 1 Instruction: The GCM US history teachers will provide primary and secondary sources for students to analyze (including maps, graphs, charts, excerpts, political cartoons) within daily lessons to enhance student learning of process standard TEKS 28A. This will be implemented through drag and drop activities, mapping activities, hot text activities, short constructed responses, sentence stems and think-pair-share. This will be tracked by weekly artifact review in PLC, weekly admin calibration of lesson plans during PLC and admin weekly walkthroughs. Strategy's Expected Result/Impact: Students will be able use this skill in all eras that are tested. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialists, Team Leads	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on High Quality Tier 1 Instruction: To better align lessons to the level of the TEKS, GCM US history teachers will use "connect the dots" engaging students in the action of linking various topics, vocabulary and events, as well as, using the 5 W's (who, what, when, where and why) to ensure students are able to explain, compare and analyze the events. This will be monitored weekly by admin in PLCs and walkthroughs. Strategy's Expected Result/Impact: Students will perform at the level of the TEKS, as they have activities that align. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialists, Team Leads	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will review student performance data including High Focus Groups following each campus assessment to identify TEKS requiring additional support. Support will include the following: providing targeted small-group reteach, assigning lessons and activities through Progress Learning, and content teachers or designated staff provide TEKS focused tutorials. Administrators will monitor in PLC and walkthroughs. Strategy's Expected Result/Impact: Students will receive individualized skill intervention to strengthen areas of need. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support. Interventions include the following: skill specific lessons in Progress Learning to be completed during 22 minutes of 5th period, students request and attend specific TEKS focused tutoring, teachers will conduct checks after CUAs to ensure students are completing their data folders and consistently self-monitoring and students will show mastery of TEKS in Progress Learning. Admin will do weekly walkthroughs to monitor 5th period teacher implementation. Strategy's Expected Result/Impact: Students will know the skills they still need to master and will use Progress Learning as a tool to support their growth. Staff Responsible for Monitoring: Campus Principal, Dean, APs, Content Specialist, Team Leads	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: GCM will increase CCMR points by increasing the number of students passing the TSIA2 in both ELAR and Math. Our objective is to increase the percentage of students achieving passing rate for ELAR from 37.25% to 45% and in Math from 30.7% to 35%.

Evaluation Data Sources: TSIA results

Strategy 1 Details	Formative Reviews		
Strategy 1: GCM will hold at least one meeting a semester addressing college/career preparation to parents, specifically discussing TSIA test preparation and opportunities. Strategy's Expected Result/Impact: Parents become more aware of high school/post secondary options and requirements for their student. Staff Responsible for Monitoring: Campus Administrators, College and Career Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will TSIA test on specific schedule by grade level to ensure that all students have opportunities to apply for Dual Credit courses. Students that are not successful on their initial date will have the opportunity for remediation in Progress Learning prior to retesting. Strategy's Expected Result/Impact: 100% of interested students will complete Apply Texas online, participate in PAA, and receive successful scores on the TSI, in order to begin dual credit. Staff Responsible for Monitoring: Campus Administrators, Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: A parent event will be offered to incoming 9th grade parents before the start of school to address current campus, district and State requirements for meeting College and Career Readiness Standards. Strategy's Expected Result/Impact: Increase in parent involvement Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: During 5th period, students will have 22 minutes to work in Progress Learning to prepare or do intervention for TSIA. This will be monitored through admin walk throughs. Strategy's Expected Result/Impact: Student will be more prepared for TSIA. Staff Responsible for Monitoring: 5th period teachers, Principal, Academic Dean, APs	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: GCM will provide opportunities for parents to participate in their child's educational career as well as with our stakeholders via faculty collaboration, family communication and community partnerships.

Evaluation Data Sources: Teacher/Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Via website, Quarterly Newsletter, Social Media, and ParentSquare GCM will provide information to parents addressing campus data, announcements, grade reports, success strategies, graduation requirements, testing and upcoming events and activities. Strategy's Expected Result/Impact: Increase in parent participation. Staff Responsible for Monitoring: Campus Administrators, Webmaster	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent meetings for each grade level will be offered to parents during the 1st semester and 2nd semester. Strategy's Expected Result/Impact: Increase in parent involvement Staff Responsible for Monitoring: Campus Administrators, Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: GCM will meet quarterly with stakeholders to discuss upcoming events and opportunities that include activities such as Red Ribbon week, contributions toward PBIS, guest speakers, job shadowing and other activities as agreed upon. Strategy's Expected Result/Impact: Contribution to community and increased industry participation Staff Responsible for Monitoring: Campus Principal, Dean	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: GCM will increase the number of students scoring 3 or higher on respective AP exams, or earning Dual enrollment course credit through Lee College, in order to achieve Quartile I in Distinction Designation. GCM will offer review sessions for AP tests and 3 week monitoring in Dual Credit facilitated courses. Strategy's Expected Result/Impact: Increased student success on AP exams and student success on Dual Enrollment courses Staff Responsible for Monitoring: Campus Administrators, Content Specialist	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: We will offer a College and Career Fair/Career and Technical Education (CTE) Fair so students will be able to explore career opportunities available through CTE course offerings and college opportunities. Strategy's Expected Result/Impact: Increase interest and encourage enrollment in CTE and college courses. Staff Responsible for Monitoring: Campus Administrators CTE Specialists	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: TEAMs, Review 360, Edgenuity, Discipline reports, Attendance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The staff will focus on quality first-time instruction (higher order thinking questions, AVID strategies, project-based learning, differentiation, and question stems that require analysis, evaluation, and creation) and alignment of curriculum to cover and teach the whole TEK. Strategy's Expected Result/Impact: STAAR Test results and dual credit grades will indicate student success and growth. Staff Responsible for Monitoring: Campus Administrators, Content Specialists	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze CUA, interims and benchmark performance per department, which includes the discussion of strengths, areas needing improvement, and instructional/curricular adjustments. Analyze grade distribution and failure rates of all teachers at PLC to create RARE days and enrichment opportunities. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus Administrators, Content Specialists, TLCs	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement structures that will address common graduation obstacles, including student seat time, credit recovery, and testing remediation. Strategy's Expected Result/Impact: Improve student academic success Increase in graduation rate Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide tangible incentives for students achieving perfect attendance, as well as students with improved attendance, each nine week grading period, each semester, and throughout the school year. Strategy's Expected Result/Impact: Increase in attendance rate Increased perfect attendance Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will monitor the implementation of PBIS to strengthen the success for all students. Strategy's Expected Result/Impact: Decrease in office referrals Increase in student morale Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The campus administrative staff will review discipline data each nine week grading period, identify trends in student behavior, identify interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations, and support implementation of PBIS strategies. Strategy's Expected Result/Impact: Decrease in number of discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 2: GCM will increase the number of students taking and completing rigorous coursework including Honors, Dual Credit and AP courses through Lee College and CTE technical credits.

Evaluation Data Sources: Lee College data, Student surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Students and teachers will be surveyed during the current school year to determine which students are interested in taking advanced academic courses for the following year. Strategy's Expected Result/Impact: Increase in Dual Credit Enrollment and completion of advanced credit. Staff Responsible for Monitoring: Campus Administrators, Counselors	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Faculty turnover rate, mentor program for all new teachers, end of the year survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Development regarding instructional best practices and classroom managements strategies will be provided for all staff. New teachers will meet monthly in order for them to receive additional training and various other tools needed to be successful in the classroom. Strategy's Expected Result/Impact: 100% highly effective staff roster Staff Responsible for Monitoring: Campus Administrators Content Specialists Lead Mentor Teacher	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The GCM AVID committee and MAPS teachers will meet regularly to develop strategies that may be implemented campus-wide to enhance classroom instruction and encourage students to continue their education beyond high school. During PLC days a designated member(s) of the AVID committee will present to teachers in all content areas (EOC tested and non-EOC tested). Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators AVID Coordinator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In order to improve implementation of instructional strategies for all students, appraisers will complete at least 10 walkthroughs a week and provide feedback to teachers. Strategy's Expected Result/Impact: Documentation of visits Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: GCM teachers and staff will attend AVID professional development, network with other AVID professionals and return to GCM to share strategies with colleagues. Strategy's Expected Result/Impact: Attendance at AVID conference Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: GCM staff will receive an overview training to assist teachers to recognize signs of bullying, teen violence, and campus or home based abuse. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental materials and supplies - Coordination of Local and State Funds - GT Funds - \$750	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental materials and supplies - Coordination of Local and State Funds - Special Education Funds - \$650	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Conduct data talks, disseminate information by ethnicity, and utilize the PLC process to develop strategies to provide supplemental support for identified students that will increase student success. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental materials and supplies - Coordination of Local and State Funds - ESL Funds - \$750	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Career and Technology Education State Program - The campus will facilitate funds to prepare students for successful careers in a dynamic economy by improving program quality, expanding access, supporting educators, and aligning with workforce demands. Strategy's Expected Result/Impact: Student and Staff Data Reports Program of Study Reports Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Program staff, materials, etc. - Coordination of Local and State Funds - CTE Funds - \$200,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, and make informed decisions to guide all tiered instruction that address at-risk student academic improvement. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for At- Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Intervention Costs (Tutoring, Credit Recovery, etc.) - Coordination of Local and State Funds - SCE Funds - \$20,000	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: State Compensatory Education (SCE) State Program - Provide coaching in identified classrooms to increase effective instructional strategies (including WICOR) , formative assessments, and data disaggregation. Teachers will be provided opportunities to "show and tell" learned strategies during PLC. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for SCE Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$75,000	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs. Strategy's Expected Result/Impact: Increase in attendance rate Decrease in failure rate Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$75,000	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: College, Career, and Military Readiness State Program - Address higher education/continuing education by providing opportunities for all students through the campus College and Career Center and Counseling Department. Strategy's Expected Result/Impact: Increase in students utilizing the College and Career Center Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for College and Career Counselor - Coordination of Local and State Funds - CCMR Funds - \$75,000	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental materials and supplies	GT Funds	\$750.00
5	2	2	Supplemental materials and supplies	Special Education Funds	\$650.00
5	2	3	Supplemental materials and supplies	ESL Funds	\$750.00
5	2	4	Costs for Program staff, materials, etc.	CTE Funds	\$200,000.00
5	2	5	Intervention Costs (Tutoring, Credit Recovery, etc.)	SCE Funds	\$20,000.00
5	2	5	Costs for At- Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	6	Costs for SCE Teaching and Learning Coach	SCE Funds	\$75,000.00
5	2	7	Costs for Student Wellness Interventionist	SCE Funds	\$75,000.00
5	2	8	Costs for College and Career Counselor	CCMR Funds	\$75,000.00
Sub-Total					\$517,150.00